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ABSTRACT

The ten papers in this collection present practical examples of the inclusion of students with disabilities in restructured high schools. The papers are: (1) "Preparing the Ground for What Is To Come: A Rationale for Inclusive High Schools" (Susan Shapiro-Barnard); (2) "Equity and Excellence: Finding Common Ground between Inclusive Education and School Reform" (Robert L. Fried and Cheryl M. Jorgensen); (3) "Philosophical Foundations of Inclusive, Restructuring Schools" (Douglas Fisher, Caren Sax, and Cheryl M. Jorgensen); (4) "Innovative Scheduling, New Roles for Teachers, and Heterogeneous Grouping: The Organizational Factors Related to Student Success in Inclusive, Restructuring Schools" (Cheryl M. Jorgensen, Douglas Fisher, Caren Sax, and Kathryn L. Skoglund); (5) "Unit and Lesson Planning in the Inclusive Classroom: Maximizing Learning Opportunities for All Students" (Joseph J. Onosko and Cheryl M. Jorgensen); (6) "Examples of Inclusive Curriculum Units and Lessons" (Cheryl M. Jorgensen); (7) "The Promise of Friendship for Students with Disabilities" (Jill Martin, Cheryl M. Jorgensen, and Jay Klein); (8) "Empowering All Students through Self-Determination" (Thomas Michael Holub, Peg Lamb, and Myong-Ye Bang); (9) "Community-Based Learning for All Students" (Mary C. Schuh, Carol Tashie, Peg Lamb, Myong-Ye Bang, and Cheryl M. Jorgensen); and (10) "Transition or Graduation? Supporting All Students To Plan for the Future" (Carol Tashie, Joanne M. Malloy, and Stephen J. Lichtenstein). (Individual papers contain references.) (DB)

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